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ABSTRACT

The Center for Vocational Professional Personnel Development conducted a needs assessment in order to plan and deliver staff development workshops in the 34 vocational schools served in Pennsylvania's central region. Respondents from the 30 participating schools were 30 administrators and 600 teachers (371 vocational and 144 academic teachers and 85 others). Administrators' questionnaires were to be used to help to plan future inservice activities. Data from teachers' questionnaires were coded and analyzed. Descriptive statistics were used to see differences in rank order of choices between vocational and academic teachers and other personnel. In an open-ended question, teachers shared their most memorable inservice experience. This field varied greatly between schools but was consistent within them. Many sessions mentioned involved new teaching strategies with immediate practical application to classrooms. When rank-ordering staff development initiatives, vocational teachers chose teaching strategies first, discipline-specific updates second, and common planning time third. Academic teachers chose common planning time first, discipline-specific updates second, and teaching strategies third. Others chose common planning time first, teaching strategies second, and professional conferences third. In an open field, teachers listed other ideas, many of which included technology topics. (Appendixes contain 49 references and the survey instruments.) (YLB)

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PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY OF INSERVICE CLIENTS OF THE CENTER FOR VOCATIONAL PROFESSIONAL PERSONNEL DEVELOPMENT AT THE PENNSYLVANIA STATE UNIVERSITY

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CHAPTER 1

INTRODUCTION

The Center for Professional Personnel Development at Penn State has as one of its missions to deliver professional development workshops for inservice vocational teachers. In the past, regional workshops were held on various topics, from applied academics curricula to discipline-specific updates. While the role of the Center staff was to organize the regional workshops, the presenters were usually hired from the field. Because central Pennsylvania is mostly rural, it was often difficult to attract a full complement of participants at workshops. It was also found that implementation follow-through from sending one or two teachers to a regional workshop was difficult. It was determined in 1992 that site-based staff development would be more effective in moving a site through a change process.

For five years, the Center utilized a strategy of customized inservice programs targeted to individual schools. In this endeavor the Professional Development Team was formed to touch base with each school and offer staff development based on their requests. Since its inception the Team has consisted of Dr. Mary Kisner, assistant professor in Workforce Education and Development at Penn State, and a group of three to four doctoral students in Workforce Education and Development. These students have been former teachers, teachers on sabbatical, and future human resource professionals. For several years the Team has successfully delivered a variety of workshops and facilitated numerous strategic planning sessions. These sessions have been successful in helping each of the schools feel connected to the Center.

However, in the past year, a noticeable shift in attitudes toward staff development has been observed by Team members. Teachers are increasingly frustrated with the number of initiatives they are expected to embrace, from the number of changes in the structure of the school day to pressure from all sides to raise academic standards in their classrooms—frequently without needed parental support. Vocational teachers must not only be masters

of their disciplines, but also versed in related academic knowledge. Academic and vocational teachers are expected to work together on Senior projects and curriculum revisions with no common planning time to do so. This frustration manifests itself with groups of teachers being less than enthusiastic about structured inservice activities that introduce new initiatives. As a result, Team members are also frustrated trying to fulfill their mission to provide professional development to inservice vocational teachers.

Purpose of this Study

This year (1997-98) the Professional Development Team conducted a comprehensive staff development needs assessment to determine what professional development workshops should be planned and delivered in the central region of Pennsylvania. The region-wide results of this needs assessment are described in this report. Individual school results were also compiled and sent to their respective schools along with this regional report. Individual school results are not included in this report.

Limitations of this Study

This study was voluntary. Thirty of our thirty four schools participated. At each site, the decision of who was to complete the survey was left to the Vocational Director. Some sites surveyed only their vocational teachers, others included academic teachers housed in the vocational building and support staff. Therefore, results are reported in three categories: vocational teachers, academic teachers, and other.

A second limitation involved the survey questions. Potential staff development activities were grouped into eight categories. In retrospect, one of the categories ("teaching strategies, assessment strategies, technology implementation, etc.") should have been divided into its component parts to provide more meaningful data. Researchers used written comments by participants to help define the data.

Third, the needs assessment results apply only to the central region of Pennsylvania served by the Center. The western and eastern regions may have different needs because they have large urban areas.

Definitions

Professional development is the career-long method of education and training to assist educators with understanding and using effective processes of instruction (Frechtling, Sharp, Vaden-Kiernan & Carey, 1995).

Professional development and staff development are used interchangeably in this report.

CHAPTER 2

REVIEW OF THE LITERATURE

To support the perception that attitudes toward staff development are shifting, four topics were researched. First, the purposes for staff development in general have changed over the last 35 years. Second, recent research shows staff development in the future must involve teachers in planning activities to ensure successful implementation of new initiatives. Third, the number of Federal and state school reform initiatives requiring staff development have multiplied in recent years. Finally, as in the business sector, teachers' unions have had an influence on the reforms that have been successful so far, and will continue having a voice in the process.

Changing Purposes for Staff Development

It is commonly accepted that human resources are any organization's most valuable asset. Because of this, professional development is being recognized as crucial not only to the individual but also to the promotion of effective and efficient organizations (Kydd, 1997). With increasing openness, democratization and globalization of the world economy, it is clear that in order to remain competitive, organizations must see professional development as an investment (Bassi, Cheney, and Van Buren, 1997).

Education is no exception. Professional development has become a valuable influence on educators and is a factor in their ongoing improvement, growth, and development (Durall, 1995). Without professional development, educational institutions will have difficulty remaining competitive. This knowledge has brought about a great expansion of professional development opportunities for educators over the past several decades (Glover and Law, 1996).

The increase in professional development has seen a transition from professional development that focused mainly on "learning about" to that of professional development that focuses on "learning how to" (Ouston, 1997). That is, professional development

opportunities are moving from assisting educators with becoming subject matter experts to assisting educators with understanding and using effective processes of instruction (Frechtling, Sharp, Vaden-Kiernan, and Carey, 1995). As a result, professional development is becoming less of an individualistic process focused on the developmental needs of the educators and more of an organizational effort where others such as administrators and staff are also involved in the professional development process. The reasoning behind this is that organization development will only happen if the individuals within it are being developed.

Frechtling et al. (1995) provide examples of professional development programs among high school educators from the 1960s versus the 1990s.

The Old Way

For six weeks, the educators of a local educational institution attend lectures on a college campus to learn more about their particular subject matter. New findings are presented, as well as basic skills for those who need extra support. They also learn how to use a new curriculum developed by the staff of the publishers of the textbook they will be using in class. They all receive a sample of the curriculum to take back to work with them. These units have been carefully designed with step-by-step instructions and are proudly advertised as "teacher proof".

The 1990s Way

For four weeks, the educators of a local educational institution learn from scientists who function as program facilitators and from educators who have already been participants in the program. The goals of the program are to increase teacher knowledge, increase the ability to transfer new skills to the classroom, develop curriculum units, and to create organizational leaders. As part of the application process, the participants had to submit a letter of support from their supervisor that includes a commitment of resources and time to allow them to apply what they learned.

During the program, the students participate in multiple learning activities including lectures, hands-on activities, and small group discussions. The participants also receive training on how to create and teach a new unit in a new curriculum. They have the opportunity to practice teaching the units they designed during the program if they choose.

After the program, the participants work with their supervisor to incorporate what they have learned. They also share what they learned with other educators. Follow-up activities exist if the participants need extra support in the implementation of the new learning processes.

Overall, these examples show how professional development has evolved. Professional development has moved away from the individual needs of the educator toward a more systemic approach that incorporates the needs and commitment of the organization and those involved in the organization.

Joanne Stern (1989) views professional development as part of a lifelong learning process. She claims that the purpose of professional development among educators is to improve instruction, professional skills, and organizational functioning as well as personal growth. She also agrees that professional development has undergone many changes in purpose and implementation. Examples of professional activities that are used in the new lifelong learning environment are sabbaticals, retreats, seminars, encounter groups, and attendance at conventions and professional meetings. These types of professional development activities promote self-reflection as a means of personal growth. Along with this trend, Stern agrees with Frechtling et al. (1995) in that professional development is becoming synonymous with organization development. The two are interdependent of one another. For optimal success, professional development needs to be a part of organization development.

Educational institutions like many organizations have begun to realize the value in their human capital. This is evidenced by the amount and type of professional development that is available to educators. Educational institutions are now offering more opportunities to a

larger group of people. Also, the development activities have undergone change. They have moved from those activities that promote the individual to those activities that promote the success of the organization.

Professional Development in the Future

What should professional development be? Koppich, Kerchner, and Weeres (1997) suggested the following professional development reform:

> Schools in this knowledge society need to be based on the quality of student achievement, not procedures. They need to be highly adaptive in how teaching actually gets done. Today's schools, with their regimented schedules, rigid rules, and bureaucratic procedures place straitjackets around teachers, who need time and opportunities to review and challenge each other's work, get to know students, take on new leadership roles, and grow as professionals. (p. 42)

These authors also suggested that strong peer review systems could be the most powerful demonstration of teacher knowledge of practice and commitment to high professional standards. They would require teachers to define good teaching, to develop ways to measure and support it, and to engage in means to ensure that where quality standards are not met, those teachers would not remain in the classroom.

Cooperative professional development is a process by which teams of teachers work together for their own professional growth. Teams of two to six teachers seem to work best. "The definitive characteristic is cooperation among peers; the methods and structures vary" (Glatthorn, 1987, p. 81).

Programs in cooperative professional development should enjoy a greater chance of success when the following conditions prevail:

1. There is strong leadership at the district level: a district administrator or supervisor coordinates and monitors the school-based programs.

2. There is strong leadership at the school level: the principal takes leadership in fostering norms of collegiality, in modeling collaboration and cooperation, and by rewarding teacher cooperation.
3. There is a general climate of openness and trust between administrators and teachers.
4. The cooperative programs are completely separate from the evaluation process: all data generated in the cooperative programs remain confidential with the participants.
5. The cooperative programs have a distinct focus and make use of a shared language about teaching.
6. The district provides the resources needed to initiate and sustain the cooperative programs.
7. The school makes structural changes needed to support collaboration: the use of physical space facilitates cooperation; the school schedule makes it possible for teachers to work together; staff assignment procedures foster cooperation. (Glatthorn, 1987, p. 31)

Bradley (1996) suggested that professional development should be based on the following:

1. Teachers should be involved in planning their own learning experiences, not just passive recipients of knowledge.
2. They need to be linked to a larger "learning community" that can bring in expertise and ideas to complement their work.
3. Professional development must be better balanced between meeting the needs of individual teachers and advancing the organizational goals of their schools and districts.
4. State policy makers need to examine the rewards and incentives that govern the current haphazard systems. They need to look at aid to higher education, accreditation, requirements for teacher licensure and relicensure, and teacher-

> compensation structures to deliver a consistent message about professional development. (pp. 8-9)

A most critical component to the success of professional development in education is having teachers involved in planning their own learning. This component is supported in the most recent literature.

Teacher involvement critical to success

Teachers must be involved in the planning and implementation of their professional development activities. Ediger (1995) suggested,

> the major goal of professional development in education should be to provide the best objectives, learning opportunities, and evaluation procedures for students. Assessing needs of teachers to improve the curriculum is a must. Inservice education programs may then be built sequentially on teaching skills presently possessed by teachers individually. Quality sequence is vital when moving from what is to what should be in the teachers' repertoire. (p. 192)

Staff development should emphasize a bottom up rather than a top down approach. This means that teachers should be an integral part of the staff development planning process and implementation rather than a mandate from administrative staff. According to Ediger (1995), staff development programs need to:

1. stress meaning, understanding, and acceptance by teachers.
2. emphasize purpose and reasons for the undertaking to improve teaching-learning situations.
3. build morale of participants and thus increase energy levels for guiding optimal student progress.
4. provide for individual differences among teachers.
5. secure teacher interest and attention.
6. attain quality attitudes toward the teaching profession.
7. facilitate definite goal attainment by participants.
8. follow guidelines of acceptance and respect for others and their contributions.

9. develop problem solving skills within participants.

10. enhance the self-concept of individuals. (p. 192)

Unfortunately for too many teachers, professional development is limited by district contracts that require each staff member to complete a certain number of hours of instruction in certain areas each year. Too often in the past, programs have been so general they were a waste of time or so specific to the latest hot topic they were not useful to most teachers. Teachers seldom are given the time to consider the implications for these new initiatives, and frequently do not receive support when implementing them. A. Richardson Love Jr., the director of the education program at the John S. and James L. Knight Foundation in Miami, says, "It's the application that is missing" (as cited by Bradley, 1996, p. 9). Love stated that the smartest professional development programs are those that offer teachers group training and orientation and then follow-up and technical assistance in the classroom. This would include observation, feedback, and work with master teachers who serve as mentors. Teachers should also serve on curriculum committees, develop new assessments, conduct research, and help their peers hone their practice.

> Today, America's schools...face a growing myriad of alternatives to one-size-fits-all public schools, including charter schools, privately managed schools, and the rapid increase in the number of parents who home school their children. The push for vouchers continues. And perhaps more significant is the perception of customer dissatisfaction underlying these options. (Archer, 1997a)

In the US, teachers spend the vast majority of their working time engaged with students. Many teachers agree that their preparation has been inadequate and that the current system of inservices is inadequate. Education reform is putting unprecedented pressure on teachers as the nation hopes to improve its educational system. "The growing realization that professional development practices are badly out of sync with the reform agenda is spurring widespread interest in rethinking teachers' on-the-job learning" (Bradley, 1996, p. 8).

Educational professional development tops the US Department of Education's priorities. Judith Renyi, the executive director of the National Foundation for the Improvement of Education at the National Education Association (NEA), stated the following:

> Teachers are now expected to educate all students to a level once reached by only about 20% of students....At the same time, teachers increasingly are being called on to become decisionmakers and school leaders, without adequate preparation for those roles. (as cited by Bradley, 1996, p. 8)

Although teachers are frequently the targets of reform, they frequently exert relatively little control over professional development. The resources devoted to professional development are too meager and their deployment too ineffective to matter (Sykes, 1996). According to Sykes, an invaluable resource for teachers is a professional community that can serve as a source of insight and wisdom about problems of practice. A community of teacher peers can serve as an important source of support, ideas, and criticism. Unfortunately, many reform visions are inevitably vague on just how to implement new ideas such as inclusion, detracking, site-based management, assessment, and teaching applications, to name a few.

Price (1993) stated that in order for educational reform to reach beyond the few motivated teachers and their fortunate pupils to the majority of teachers and their students, there must be a major investment in retooling the teacher corps. David Cohen of Michigan State agreed:

> If the recent reforms are to succeed, students and teachers must not simply absorb a new "body" of knowledge. Rather they must acquire a new way of thinking about knowledge and a new practice of acquiring it, and in order to do [that], they must unlearn much of what they know. (as cited by Price, 1993, p. 32)

There seems to be a gap between what professional development is and what it should be.

In Japan, China, and most European countries, teachers have substantial time built into their regular workday for preparation, curriculum development, and working with their colleagues. Renyi of the NEA said that the school year for teachers may have to be lengthened to 11 months so as to create more time for professional development (Bradley, 1996). Some US schools have gone to block scheduling while others have scheduled early-release days for students to create some additional time for professional development.

Price (1993) suggested that teachers should teach the equivalent of four days per week instead of five and devote the extra time to professional development. He contends that Japanese teachers spend only three to four hours a day in classrooms and use the remainder for assorted planning and learning activities, alone or with colleagues. He points out that the American higher education system with its more demanding level of education does not insist that its teachers conduct five teaching sessions per week. Professors presumably use their non-classroom time to deepen their knowledge of the disciplines, conduct research, and otherwise engage in activities which enrich the courses and students that they teach. Tuition-paying parents do not seem to consider the quality of education decreased with less than five teaching sessions per week.

Price (1993) offered the following suggestions for use of the freed instruction time:

1. Substitute some quality instructional television for a portion of traditional instruction.
2. Reintroduce extracurricular activities, if absent, for students. These should be academically oriented and designed to reinforce what is being learned in school.
3. Design occasional large classes intended to launch a curriculum unit or set the stage for follow-up study. This is done to some extent at the higher education levels now.
4. Develop higher-order assignments. Provide course-related projects that could be completed individually or in teams. These should require a variety of tasks that would progress in difficulty and duration.

5. Require structured community service, especially of middle and high school students. (pp. 32-33)

The above may offer alternative ways to utilize students' time academically. The ultimate question will be whether parents and policy makers will be persuaded that less classroom time will yield higher quality learning. Price believes that the keys will be credibility and rigor, both in the alternative learning activities created for students and the professional development opportunities thus afforded teachers.

Vision for the Future

Sparks and Hirsh (1997) believe that there are three basic ideas for shaping new staff development. In their most recent book, *A New Vision for Staff Development*, they provide the outline for these ideas.

The first suggestion for improving staff development is results-driven education. It is described as follows:

> Results-driven education judges the success of schooling not by the courses students take or the grades they receive, but by what they actually know and can do as a result of their time in school.... (It) begins the educational process by stipulating the desired results as a means of designing curriculum and instruction in a way that makes those results more likely to occur. (Sparks & Hirsh, 1997, p. 4)

According to Fitzpatrick, "four operational principles guide results-driven education: (1) clarity of focus, (2) beginning with the end in mind, (3) high expectations for all students, and (4) expanded opportunities for success in student learning" (as quoted by Sparks & Hirsh, 1997, pp. 4-5). The final goal is improved performance by students, staff, and the organization.

A second idea for improving staff development is systems thinking. According to Senge, systems thinking is a discipline for seeing wholes and interrelationships rather than things, for seeing patterns of change rather than static snapshots (Sparks & Hirsh, 1997, p. 5). System thinking shows the interconnectedness of all things and changes in any part of

the system will affect the other parts and the system as a whole, whether this effect is favorable or not. The system is always in a state of flux and change within the system is continuous. Because educational leaders typically have not thought systemically in the past, reform has often been approached in a piecemeal fashion. Disconnectedness becomes a problem.

> Systems thinking has two important implications for staff development. First, staff development must help install systems thinking at all levels within the organization so that school board members, superintendents and other central office administrators, principals, teachers, and students understand the nature and power of systems to shape events. Second, educational leaders must understand the limitations of staff development that is divorced from a systems perspective and appreciate the central role of staff development within systemic change efforts. (Sparks & Hirsh, 1997, pp. 8-9)

A third idea for improving staff development is the concept of constructivism. It is the idea that "learners create their own knowledge structures rather than merely receive them from others. In this view, knowledge is not simply transmitted from teacher to student, but instead is constructed in the mind of the learner" (Sparks & Hirsh, 1997, p. 9). This idea requires teachers to model appropriate behavior, to guide student activities, and to provide various examples that emphasize techniques that aid students in searching for meaning, appreciating uncertainty, and inquiring responsibly.

Sparks and Hirsh (1997) list eleven major paradigm shifts in staff development:

1. from individual development to individual development and organization development.
2. from fragmented, piecemeal improvement efforts to staff development driven by a clear, coherent strategic plan for the school district, each school, and the departments that serve schools.
3. from district-focused to school-focused approaches to staff development.

4. from a focus on adult needs and satisfaction to a focus on student needs and learning outcomes, and changes in on-the-job behaviors.
5. from training conducted away from the job as the primary delivery system for staff development to multiple forms of job-embedded learning.
6. from an orientation toward the transmission of knowledge and skills to teachers by "experts" to the study by teachers of the teaching and learning processes.
7. from a focus on generic instructional skills to a combination of generic and content-specific skills.
8. from staff developers who function primarily as trainers to those who provide consultation, planning, and facilitation services as well as training.
9. from staff development provided by one or two departments to staff development as a critical function and major responsibility performed by all administrators and teacher leaders.
10. from staff development directed toward teachers as the primary recipients to continuous improvement in performance for everyone who affects student learning.
11. from staff development as a "frill" that can be cut during difficult financial times to staff development as an indispensable process without which schools cannot hope to prepare young people for citizenship and productive employment. (pp. 12-16)

These shifts in staff development are essential to creating learning communities in which students, teachers, administrators, and support staff are both learners as well as teachers. Improved performance by all is the central goal to any changes in present staff development.

A Case Study: Wyoming

Some very interesting recent findings about staff development needs were discovered in a comprehensive staff development needs assessment survey, conducted in Wyoming in 1995/1996. Fifteen hundred teachers and pupil services personnel, and 138 administrators responded to questions about what was being provided and how planning for staff

development was conducted (Azin-Manley, Sachse & Olson, 1996). One of the single most important contributors to effective staff development was the amount of time provided to staff to work jointly and collaboratively. This study suggested that, rather than being confined to one-shot workshops or seminars, successful staff development efforts tended to be ongoing and job-embedded. The study also found differences in perceived needs between administrators and teachers. Administrators felt the topic of implementation and assessment of standards should be addressed, while teachers felt climate-oriented issues, such as development of a supportive school environment and family/community involvement should be addressed.

Azin-Manley, Sachse and Olson (1996) also found differences in perceptions between administrators and teachers on who the most useful inservice provider would be in meeting staff development needs. Administrators felt outside consultants, followed by expert teachers would be the most useful. Teachers felt expert teachers, followed by outside consultants would be their choice. Interestingly enough, pupil services personnel felt outside consultants, followed by professional conferences would be the most useful provider of information.

One very interesting side benefit to collaborative planning of inservice activities in the Azin-Manley et al. (1996) study was that the more staff development teachers received, the more likely they were to feel that fellow staff members could deliver high quality curriculum. In particular, those variables pertaining to joint, collaborative work between teachers were positively related to feelings of confidence in the abilities of fellow staff members. Teachers who have the opportunity to observe and work with one another generally find their colleagues to be knowledgeable and capable (pp. 69-70).

There seems to be a critical feedback loop that contributes to successful staff development in terms of overall satisfaction and translation of innovations into classroom practice. When staff members are involved in planning staff development, they clearly see the relationship between professional development activities and the performance of their

students and school. Involvement helps staff be aware of the goals of staff development and convinced of the merit of what is being provided (i.e., research-proven interventions). In addition, it was determined when staff are given the opportunity to talk with one another, they tend to be more satisfied with staff development, support it more, and use it in their classrooms (Azin-Manley et al., 1996).

Growing Number of School Reform Initiatives

A critical challenge of all educational reform is whether educators adopt or resist new pedagogical and curricular approaches. These changes involve Federal and state education reform initiatives, curriculum development and instructional delivery. Staying abreast of these initiatives requires ongoing professional development for educators. Below is a brief overview of some of the initiatives.

Federal and State Education Reform Initiatives

Over recent years, a number of Federal and state school reform issues have increased significantly. Educational reform initiatives at the Federal level include *Goals 2000: Educate America Act*, which was enacted by congress in 1994. This act was created to improve learning and teaching by providing a national framework for education reform; to promote research, consensus building, and systemic changes to ensure equitable educational opportunities for all students; to provide framework for reauthorization of all Federal education programs; and to promote the development and adoption of a voluntary national system of skills standards and certification. Federal funds are provided via this bill to states and school districts that meet federal guidelines regarding students' progress and achievement (Chung, 1994).

Another Federal initiative is *The School-to-Work Opportunities Act*, which was signed into law by President Clinton on May 4, 1994 (Pierce, 1994). This legislation is closely linked to *Goals 2000* in that it involves structural reform of schools systems and sets high academic and occupation skill standards. Funded by the Carl D. Perkins Vocational, Technical, and Applied Technology Act, 1994, the goal of this legislation is to make the

United States more competitive in the global economy by developing academic and occupational skills. This act provides $300 million dollars in Federal assistance to states to develop and implement a school-to-work transition system (Pierce, 1994). Listed below are several strategies used by schools to address education reform:

Curriculum

Applied Academics

Applied academics are curriculum packages designed around a contextual framework to encourage the implementation of academic/vocational integration. Four areas are used in Pennsylvania schools: Principles of Technology (applied physics), applied mathematics, applied communication, and Applications in Biology/Chemistry.

Tech Prep

A four-year planned sequence of study for a technical field, beginning in the eleventh year of high school. This program combines secondary and postsecondary education and leads to an associate degree or certificate and employment by providing technical preparation through a sequential course of study. Secondary institutions establish articulation agreements with postsecondary institutions. This reduces the need of course duplication for students. Congress authorized national funding through the 1990 Carl Perkins Vocational and Applied Technology Act (Green, 1994).

Youth Apprenticeships

An apprenticeship is a structured, skilled, trade-specific, work-based learning program (i.e., tool and die maker, carpentry, electrician, etc.). According to McKenna (1993), Pennsylvania's Youth Apprenticeship Program (PYAP) is considered one of a few promising U.S. programs redefining education and workforce training.

Cooperative Education

Cooperative education is a plan of education that integrates classroom study with planned and supervised paid work experience (Cooperative Education Guidelines for Administration, 1994).

Curriculum Integrator

The Curriculum Integrator, developed by the Center for Occupational Research and Development (CORD) and their consortium of states, is a process and a software tool that helps educators design integrated academic and vocational curriculum. The system includes a database of over 10,000 elements from 36 sets of standards. Local and state standards can be added to the database. A set of Integrated Curriculum Standards has been written from this database showing how various standards have common elements. These Integrated Curriculum Standards can be used to help teachers find the commonalties among their programs and ensure curriculum activities meet national standards.

VTECS

Vocational-Technical Education Consortium of States (VTECS) designed a computerized database for teachers to develop competency-based materials. Pennsylvania is one of 26 states currently in the consortium that share curriculum services, technology and resources to provide high quality business and industry validated curriculum resources, standards of measurement and assessment tools.

Instructional Delivery

Authentic Assessment

Also known as alternative assessments, authentic assessment augments or replaces norm referenced multiple-choice tests on all educational levels from the classroom to the state. An example would be student portfolios. An authentic assessment requires understanding the limitations of standardized tests. It measures what a students knows as well as what a student can do (Archbald, 1991).

Standards

Standards set the expectation of what students need to know to succeed. Standards specify what students need to know and should be able to do in a core set of subjects. Although national academic and skills standards are available, Pennsylvania state standards are in the final approval stages.

High Schools That Work

This is a consortium of 22 states involved in a partnership to change the way we prepare students for work and postsecondary education. It raises the academic and technical achievement levels of career-bound students. Over 30 sites in Pennsylvania are involved in this program. There are over 750 sites across the country.

Link-to-Learn

Link-to-Learn is an initiative to provide schools, libraries and communities with virtually unlimited access to the information available on global networks. Over a three-year period link-to-learn will help school acquire and upgrade computers, training teachers and develop a community-based, statewide infrastructure known at the Pennsylvania Education Network (PEN). It is a telecommunications network to connect students to teachers, experts and information resources throughout the world.

AT&T Learning Network

AT&T Learning Network is a free program designed to help Pennsylvania teachers and administrators bring the educational resources of the Internet into the classroom. AT&T provides free Internet training to teach teachers how to use the Internet as a tool.

PowerSource

To advance career development in grades K-12, Pennsylvania is using a custom-designed computer-based training program called PowerSource. This interactive software expedites career development for the career planning process. Using PowerSource ensures that a comprehensive career development plan is completed with recommended programs and activities tailored to the needs of each district.

Educator in the Workplace

In 1997 more than 1,500 Pennsylvania educators experienced summer work-site internships to combine work-based and school based learning. This state initiative was designed to impact local school district curriculum and classroom strategies. Educators are

encouraged to maintain partnerships with business contacts and invite them to their classrooms (Keystone Connections, 1997).

Charter Schools

Charter schools are public schools financed by the same per-pupil funds that traditional public schools receive. Unlike traditional public schools, however, they are held accountable for achieving educational results. Charter schools are exempt from many of the restrictions and bureaucratic rules that shape traditional public schools. Charter schools offer choice among public schools for families and their children. They offer entrepreneurial opportunities for educators and parents to create the kinds of schools the community wants. The school has explicit responsibility for improved achievement as measured by standardized tests and other measures. As of March, 1998, Pennsylvania had 49 recipients of charter school planning grants.

Unions' Influence on School Reform Efforts

Unions in education influence many aspects of school reform efforts. The new initiatives being pursued today encourage interdisciplinary work, flexible scheduling and team work beyond the school day. During contract negotiations the issues of scope of work day, extra pay for extra duty, and cross training are brought up. Understanding the current situation with unions in education may help explain some of the resistance teachers have to school reform efforts.

Education unions first won recognition in the 1960s and embraced industrial union principles. They adopted the top-down industrial model for education management. For the most part, boards of education and central administrators found that logic attractive. Bacharach, Shedd, and Conley (1989) described some of the difficulties of distinguishing the education setting from the production setting of industry:

> In public education (1) the system's clients are physically present, (2) the most important working conditions are those (like class size or adequacy of resources) that affect a person's ability to do his or her job effectively, and (3) the work of employees

> is the product the organization provides. Yet, hemmed in by industrial-sector precedent and by court decisions declaring educational policies to be outside the mandatory scope of bargaining, teacher unions have often found themselves unable to address those school district decisions that have the greatest impact on their members' work lives. (p. 102)

The two teacher unions in the US are the National Education Association (NEA) and the American Federation of Teachers (AFT). Their presidents at this time are Bob Chase and Sandra Feldman, respectively. The AFT is a member of the AFL-CIO and typically represents more urban school districts. The NEA continues to identify itself as a professional association and resists joining the massive coalition of labor unions. State NEA affiliates have traditionally been more dominant in state politics. NEA members and delegates vote by secret ballot, unlike in the AFT. In 1996, the AFT and the NEA agreed to stop competing for the exclusive bargaining rights for each others' current members (Archer, 1997, November). The "no raid" agreement is up for renewal in 1998.

Teachers' unions are starting to play important roles in advocating and providing for their members' continued learning. Teacher unions will become less like the old unions. Bob Chase has said that "the unions need to broaden their role beyond collective bargaining for better wages, hours, and working conditions....Unions should also work in cooperation with—rather than as adversaries against—district administrators and officials to bring about school improvement" (as cited by Archer, 1997, November). Chase also stated that unions should encourage more teachers to seek advanced certification from the national board, recruit more minority members into the profession, and allow teachers to mentor and evaluate other teachers. Bacharach, Shedd, and Conley (1989) suggested:

> rather than being adversarial and concerned with preserving its own power, the new teacher union will be cooperative and nonconfrontational. Rather than opposing efforts to improve the quality of teaching, the new union will assume responsibility for the quality and quantity of its members' efforts. Rather than negotiating rules that restrict

> flexibility, it will look for ways of relaxing restrictions on teachers and administrators alike. Rather than insisting that teachers' rights and benefits be allocated equally or else on the basis of seniority, it will insist that they be based on differentiated responsibilities and/or indicators of professional competence. (p. 97)

Bacharach, Shedd, and Conley (1989) also believed that future educational bargaining is not likely to be marked by the absence of conflict or by the declining use of power tactics. It should demonstrate an increased capacity for cooperation and a more sophisticated use of power that is inherent in the structure of educational systems. They stated that recent reform argues that school systems need the advice and information that teachers can offer concerning client needs and the educational process. Rather than boards and administrators giving something to the teachers, involvement in educational policymaking should be something that they get from the teachers. This may be a crucial turning point in the evolution of collective bargaining and unionism in public education.

In some school districts, teacher "contracts can put strict limits on teachers' activities....Some teachers, steeped in the union mentality, resist putting forth any extra effort if they are not paid for each hour of their time" (Ponessa, 1996, pp. 15-16). Keith Geiger, a past president of the NEA, admits that too rigid contracts can harm teachers more than help them, especially when they are expected to take on more tasks (as cited by Ponessa, 1996, p. 16). He believes that the whole shared decisionmaking process must build in more flexibility.

Albert Shanker, the late president of the American Federation of Teachers, called for unions to take on a larger role in teacher training and retraining. He said that the "newer members look to the union and expect it to pay as much attention to their professional needs as to the bread-and-butter issues" (as cited by Ponessa, 1996, p. 16).

Good teachers become very frustrated when uncaring or incompetent colleagues continue without penalty. Teacher unions are beginning to take responsibility for focusing on quality control and enforcement of teaching standards. "Union leaders have started to

wise up. They know that teachers think their membership fees should cover more than contract negotiations and benefits packages. Their members want help becoming better teachers, too" (Ponessa, 1996, p. 15). The priority must be what is best for the students.

Some teacher union representatives have been examining the Saturn Corporation, a highly competitive small-car manufacturer. The Saturn Corporation has successfully created a partnership between the United Auto Workers Local 1853 and Saturn management that gives union members a say at every level of decisionmaking (Archer, 1997a). NEA President, Bob Chase, hopes that teacher unions might be able to emulate the Saturn philosophy of partnership. Eugenia Kemble, a representative of the AFT who visited the Saturn Corporation site in Spring Hill, Tennessee, said that, "The way they've decentralized the company with their organization of teams more fully professionalizes the nature of the work" (Archer, 1997a). Judy Bardacke, the AFT's director of office personnel, stated, "The big thing I found at Saturn was the connection of the individual employees and their product, and how much knowledge they had about it and the pride they had....That came from the way they were trained and supported" (Archer, 1997a).

Emulation of the Saturn model won't be without problems unique for education. A local teachers' union must face an elected school board, city councils that control a district's purse strings, parent groups, and superintendents with often short tenures (Archer, 1997a). Federal and state legislatures set mandates and funding levels as well.

A study commissioned by the US Department of Education, entitled, "Teacher Unions and Education Reform," concluded that the teachers' unions are not a major obstacle to education reform. Instead, the report confirmed that although union affiliates have had the power to block new policies, the local units have been more likely to accommodate reforms than combat them (Jennings, 1988). This report also stated that in most instances, teacher unions decided that more could be gained from accommodation and compromise than from opposition and defense of the status quo.

McDonnell and Pascal, both Rand Corporation researchers who conducted the research for the cited study, found that many union members did fear the proposed changes whereas the senior union leaders favored them. One opinion poll resulted in 70% of the local union leaders favoring creating special panels to certify teacher competence, but only 53% of the teachers favoring it (McDonnell & Pascal, 1989). In addition, only 39% of the teachers wanted a voice in school budget decisions and 42% wanted a role in selecting school principals. These two researchers found that after salaries and working conditions were settled in the 1960s and early 1970s, very little had been gained since 1975. They contend that the unions and its members must face the demands of outsiders for greater teacher professionalism.

If unions embrace fundamental institutional reform, they may succeed not only in preserving their own organizational integrity but, more important, they may be instrumental in bringing into being a revitalized system of public school in America (Koppich, Kerchner, & Weeres, 1997).

Democracy in school systems, as elsewhere, can be difficult. Some school districts are experimenting with ways to empower teachers in decisionmaking and trying harder to build trust with teacher unions as well as with employees. It is easier to issue a mandate from the top than it is to effectively involve all those affected by that mandate. However, a byproduct of the empowering process can be the release of energy and excitement among teachers and parents in schools to help put schools on the track to success (Rist, 1990). According to Ediger (1995), professional development should "stress meaning, purpose, high morale, provision for individual differences, interest, quality attitudes, goal attainment, acceptance, and respect for others, problem solving skills, and self-concept development by participants" (p. 194).

Koppich, Kerchner, and Weeres (1997) summarized it best:

> The nation's teachers' unions, the largest organized labor group in the US, have a significant role to play in improving the quality of education in the nation....Unions

> must begin to move beyond their successes at negotiating salary, benefits, and other labor-related issues to organize the teaching part of teaching. The unions must be in the business of making tough decisions about how best (and what) to teach students. They must not be the blockade around school reform but its strongest crusaders. (p. 42)

The Future for Teacher Unions

Through the years, NEA and AFT have competed too many times over members and dollars. But in 1995, delegates to the NEA Representative Assembly called for a merger between the two teacher unions. Why? Since the 1980s, powerful political figures began to question public education. Public tax dollars are being subsidized to private schools, more students are coming from broken homes, and too many schools are struggling to keep up with the new technologies. The feuding between NEA and AFT seems a luxury that the public can no longer tolerate. Negotiations are close to completing a unity proposal for consideration by delegates to the 1998 NEA Representative Assembly (One organization for all America's educators? 1998). The major goals proposed for a united teacher union will be as follows:

1. People employed in public education and education-related public agencies and institutions will be eligible for membership. Also, students studying to become educators and educators who have retired would be welcome to join. Professionals and technical staff within state and local government and health care would also be eligible.
2. The united organization will reflect a deep commitment to democratic procedures at every level.
3. State and local affiliates will be the foundation of the new united organization.
4. The new united organization will be committed to building an effective, modern labor movement presence in American life.

5. It will respect the diversity of educators and work to build an organization that actively involves all members. (One organization for all America's educators? 1998, pp. 14-15)

Unification is expected to take several years. A name for the new united organization has not been determined yet. For now, it will simply be referred to as the "United Organization." Later, a name, Constitution, and Bylaws would be voted on by delegates. It is predicted that NEA and AFT will cease to exist as separate entities by the year 2002.

Summary

This review of the literature explored four topics related to staff development. First, the purposes for staff development in general have changed over the last 35 years, from assisting educators with becoming subject matter experts to assisting educators with understanding and using effective processes of instruction. Second, professional development activities of the future should be based on teacher involvement in planning and implementing them. Third, the growing number of school reform initiatives requiring ongoing professional development is an issue. Many of the new initiatives—from School-to-Work to High Schools That Work—require teachers to work with colleagues, and common planning time is rare. And last, teacher unions play an essential role in flexibility for staff development, by influencing contract terms, often limiting flexibility for use of staff development time.

CHAPTER 3

METHODS

Population

All 34 vocational schools in the Central region served by the Center were invited to participate in the needs assessment survey.

Instruments

The needs assessment survey included two one-page questionnaires (see Appendix).

The Administrator's Questionnaire asked for:

1. Demographic data (name, school, number of programs, number of teachers, number of students).
2. Number of required and optional inservice days, how they were used in the past and their anticipated use in the future.
3. Flexibility for release time.
4. Involvement with state initiatives.
5. Other comments.

The Teacher's Questionnarie (see Appendix) asked for:

1. Demographic data (school, subject taught, years taught, age).
2. Most memorable inservice (an open field)
3. List of eight professional development choices to rank order:
   a. local issues, such as school policies, scheduling, etc.
   b. state initiatives, such as High Schools That Work, School-to-Work, standards
   c. teaching strategies, assessment strategies, technology implementation, etc.
   d. discipline-specific updates with others in same field, such as math, carpentry, etc.
   e. opportunities to attend professional conferences
   f. personal development issues, such as time management, retirement, etc.

g. common planning time to work with colleagues in the building

h. other (an open field to add other suggestions).

Data Collection

The one page questionnaire for the Administrator was completed by a team member following a personal interview. In a few cases personal interviews were not possible, and the Administrator completed the form and returned it with the teacher surveys. The teacher questionnaires were given to the director, along with an addressed envelope to return them to Penn State. Teacher questionnaires were distributed by the Administrator and returned in the addressed envelope. A handwritten thank you note was sent to each Administrator upon receipt of the questionnaires.

Data Analysis

Administrators' questionnaires were filed to help the Professional Development Team plan future inservice activities.

Data from the teachers' questionnaires was coded and entered into the SPSS statistical package. Descriptive statistics were used to see differences in rank order of choices between vocational teachers, academic teachers, and other personnel. Written comments were hand compiled and all questionnaires were filed by their respective schools for future reference. A letter was sent to each administrator, describing the results of their staff surveys (see Appendix).

CHAPTER 4

RESULTS AND DISCUSSION

Thirty of thirty four schools agreed to participate, with 30 administrators and 600 teachers responding to the surveys.

Administrators' Results

The Administrators' questionnaires represented site specific data and will only be used to guide the Professional Development Team when offering services in the future. In general, the schools in the central region of Pennsylvania represent a range of sizes, from a very small number of programs and teachers, to larger, more comprehensive schools.

Inservice days range from several informal days, used in flexible ways, to a specific number of required and optional inservice days, with use often dictated by contracts. The schools participated in various state initiatives, although not all the same ones, because participation was determined at the local community level.

Teachers' Results

Six hundred teachers returned questionnaires. They represented 371 vocational teachers, 144 academic teachers and 85 others. The 'other' category included personnel such as teacher aides, school nurses, guidance counselors, and others.

Years Taught

The vocational teachers had taught for 12.5 years, the academic teachers had taught for 17 years, and the "other" category responded with 14 years, with an overall mean of 14 years (see Table 1).

Age

The teachers' age profiles were similar with most in the 41-50 category (40.7%), with the next largest group in the 31-40 category (26.7) (see Table 2).

Table 1

Mean Number of Years Taught*

Vocational (n=371)	Academic (n=144)	Other (n=85)	Total (n=600)
12.5	17.0	14.0	14.0

*rounded to the nearest half year.

Table 2

Age of Respondents (by percent)

Age Range	Vocational (n=371)	Academic (n=144)	Other (n=85)	Total (n=600)
20-30	9.4%	14.6%	14.1%	11.5%
31-40	29.9	22.2	21.2	26.7
41-50	39.4	41.0	45.9	40.7
51-60	16.7	18.1	17.6	17.1
60+	2.2	2.1	0.0	1.8

Describe Most Memorable Inservice

This open field allowed teachers to share their most memorable inservice. Some teachers shared up to three responses. This field varied greatly between schools but was consistent within schools. If one teacher mentioned a memorable inservice, others in the building frequently mentioned the same inservice. Many of the sessions mentioned involved new teaching strategies that had immediate practical application to their classrooms. These responses will be used to help plan inservices for specific schools in the future.

Rank Order of Professional Development Initiatives

The rank order of initiatives is shown in Table 3. Vocational teachers chose teaching strategies...etc. as first, discipline-specific updates as second, and common planning time as third. Academic teachers chose common planning time first, discipline-specific updates as second, and teaching strategies...etc. as third. The 'other' category chose common planning time as first, teaching strategies...etc. as second, and professional conferences as third.

The last choice was an open field where other ideas could be listed. In this category, many of the suggestions included technology topics, such as training in new computer hardware, specific computer software and the internet.

Table 3

Rank Order of Professional Development Initiatives by Vocational Teachers, Academic Teachers and Others

Initiative	Vocational (n=371)	Academic (n=144)	Other (n=85)	Total (n=600)
Local issues	6	6	5	6
State initiatives	7	7	6	7
Teaching strategies, assessment strategies, technology updates, etc.	1	3	2	1
Discipline-specific updates	2	2	7	3
Professional conferences	4	4	3	4
Personal development	5	5	4	5
Common Planning Time	3	1	1	2

Discussion

As mentioned in the review of literature, Azin et al. (1996) found differences in perceptions between administrators and teachers on who the most useful inservice provider would be in meeting staff development needs. Administrators felt outside consultants, followed by expert teachers would be the most useful. Teachers felt expert teachers, followed by outside consultants would be their choice. This suggests that teachers prefer to learn about teaching strategies and discipline-specific updates from colleagues who have experience with the strategies in the classroom.

This study supports the notion that teachers want to learn more about teaching strategies...etc. and discipline-specific updates and want time to work with colleagues in their own buildings. This implies there should be less emphasis on new initiatives and more focus on implementing the initiatives already started.

If this is the case, the role of the Professional Development Team must shift to facilitate staff development activities and serve as outside consultants for appropriate content areas. Given the varied backgrounds of the Team members from year to year, technology implementation content is very appropriate for Team members to pursue. Students in Workforce Education and Development are learning the latest information about new computer hardware, computer software programs, and the internet.

CHAPTER 5

SUMMARY AND RECOMMENDATIONS

Summary

The Center for Professional Personnel Development at Penn State has as one of its missions to deliver professional development workshops for inservice vocational teachers. In the past, regional workshops were held on various topics, from applied academics curricula to discipline-specific updates. For the last five years, the Center utilized a strategy of customized inservice programs targeted to individual schools. In this endeavor the Professional Development Team was formed to touch base with each school and offer staff development based on their requests. The Team has successfully delivered a variety of workshops and facilitated numerous strategic planning sessions. These sessions have been successful in helping each of the schools feel connected to the Center.

However, in the past year, a noticeable shift in attitudes toward staff development has been observed by Team members. Teachers are increasingly frustrated with the number of initiatives they are expected to embrace, from the number of changes in the structure of the school day to pressure from all sides to raise academic standards in their classrooms—frequently without needed parental support. Vocational teachers must not only be masters of their disciplines, but also versed in related academic knowledge. Academic and vocational teachers are expected to work together on Senior projects and curriculum revisions with no common planning time to do so. This frustration manifests itself with groups of teachers being less than enthusiastic about structured inservice activities that introduce new initiatives. As a result, Team members are also frustrated trying to fulfill their mission to provide professional development to inservice vocational teachers.

Therefore, this year (1997-98), the Professional Development Team conducted a comprehensive staff development needs assessment to determine what professional

development workshops should be planned and delivered in the central region of Pennsylvania.

The review of the literature explored four topics related to staff development. First, the purposes for staff development in general have changed over the last 35 years, from assisting educators with becoming subject matter experts to assisting educators with understanding and using effective processes of instruction. Second, professional development activities of the future should be based on teacher involvement in planning and implementing them. Third, the growing number of school reform initiatives requiring ongoing professional development is an issue. Many of the new initiatives—from School-to-Work to High Schools That Work—require teachers to work with colleagues, and common planning time is rare. And last, teacher unions play an essential role in flexibility for staff development, by influencing contract terms, often limiting flexibility for use of staff development time.

All 34 vocational schools in the Central region served by the Center were invited to participate in the needs assessment survey. Thirty of thirty four schools agreed to participate, with 30 administrators and 600 teachers responding to the surveys. The needs assessment survey included two one-page questionnaires. The Administrator's questionnaire asked for:

1. Demographic data (name, school, number of programs, number of teachers, number of students).
2. Number of required and optional inservice days, how they were used in the past and their anticipated use in the future.
3. Flexibility for release time.
4. Involvement with state initiatives.
5. Other comments.

The Teacher's questionnarie asked for:

1. Demographic data (school, subject taught, years taught, age).

2. Most memorable inservice (an open field)
3. List of eight professional development choices to rank order:
    a. local issues, such as school policies, scheduling, etc.
    b. state initiatives, such as High Schools That Work, School-to-Work, standards
    c. teaching strategies, assessment strategies, technology implementation, etc.
    d. discipline-specific updates with others in same field, such as math, carpentry, etc.
    e. opportunities to attend professional conferences
    f. personal development issues, such as time management, retirement, etc.
    g. common planning time to work with colleagues in the building
    h. other (an open field to add other suggestions).

Administrators' questionnaires were filed to help the Professional Development Team plan future inservice activities. Data from the teachers' questionnaires was coded and entered into the SPSS statistical package. Descriptive statistics were used to see differences in rank order of choices between vocational teachers, academic teachers, and other personnel. Written comments were hand compiled and all questionnaires were filed by their respective schools for future reference.

Six hundred teachers returned questionnaires. They represented 371 vocational teachers, 144 academic teachers and 85 others. The 'other' category included personnel such as teacher aides, school nurses, guidance counselors, and others.

The vocational teachers had taught for 12.5 years, the academic teachers had taught for 17 years, and the "other" category responded with 14 years, with an overall average of 14 years.

The teachers' age profiles were similar with most in the 41-50 category (40.7%), and the next largest group in the 31-40 category (26.7).

An open ended question allowed teachers to share their most memorable inservice. Some teachers shared up to three responses. This field varied greatly between schools but was consistent within schools. If one teacher mentioned a memorable inservice, others in

the building frequently mentioned the same inservice. Many of the sessions mentioned involved new teaching strategies that had immediate practical application to their classrooms. These responses will be used to help plan inservices for specific schools in the future.

When rank-ordering staff development initiatives, vocational teachers chose teaching strategies...etc. as first, discipline-specific updates as second, and common planning time as third. Academic teachers chose common planning time first, discipline-specific updates as second, and teaching strategies...etc. as third. The 'other' category chose common planning time as first, teaching strategies...etc. as second, and professional conferences as third. The last choice was an open field where other ideas could be listed. In this category, many of the suggestions included technology topics, such as training in new computer hardware, specific computer software and the internet.

This study supports the notion that teachers want to learn more about teaching strategies...etc. and discipline-specific updates and want time to work with colleagues in their own buildings. This implies there should be less emphasis on new initiatives and more focus on implementing the initiatives already started.

Recommendations

The findings of this study support the following:

1. School staff should work jointly and collaboratively to plan staff development programs.
2. The role of the Team should shift to serve as facilitators and resource providers as needed to:
    - conduct school-specific needs assessment to determine appropriate staff development programs,
    - facilitate staff planning sessions, as requested, and
    - provide technology-specific training in the areas of new computer hardware, computer software, and the internet.

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APPENDIX

Administrator's Survey

Administrators' Name: _____

School: _____

Programs: _____ # Teachers: _____ # Students: _____

Required Inservice Days: # _____

Used for in the past: _____	Anticipated Use: _____
_____	_____
_____	_____
_____	_____

Optional Inservice Days: # _____

Used for in the past: _____	Anticipated Use: _____
_____	_____
_____	_____
_____	_____

Flexibility for release time?

State Initiatives (any comments):

___ Tech Prep

___ School-to-Work

___ High Schools That Work

Other initiatives:

___ _____

___ _____

___ _____

Teachers' Survey

School: _____

Subject Taught: _____

Years taught: _____ Age (circle one group): 20-30 31-40 41-50 51-60 60+

Briefly describe your most memorable inservice workshop:

Consider what kind of professional development activities you wish were available to you.

Please rank order the following professional development/inservice activities, with 1 being the most desirable (important):

_____ local issues, such as school policies, scheduling, etc.

_____ state initiatives, such as High Schools That Work, School-to-Work, standards

_____ teaching strategies, assessment strategies, technology implementation, etc.

_____ discipline-specific updates with others in same field, such as math, carpentry, etc.

_____ opportunities to attend professional conferences

_____ personal development issues, such as time management, retirement, etc.

_____ common planning time to work with colleagues in the building

_____ other: _____

PENNSTATE

(814) 863-2596
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Workforce Education
and Development
College of Education

The Pennsylvania State University
301 Keller Building
University Park, PA 16802-1303

May 1998

Dear Administrator,

Thank you for participating in our professional development needs assessment last fall. Enclosed please find a copy of the full report. Your school-specific data is shown below and has not been shared with other schools. We hope this report is helpful in planning your staff development inservice days in the future.

We will be revising the services we provide to our clients based on this survey. Information on these services will be sent to you in the early fall. If you have questions about this survey, please call Dr. Mary Kisner, (814) 466-7191. If you have questions about fall offerings, please contact Frank Elliott, (814) 863-2584.

Thanks again!

Mary J. Kisner, Ph.D.
Assistant Professor
Workforce Education & Development

Franklin E. Elliott
Pamela M. Foster
Myrna A Covington

Marsha G. King
Kun-I Tony Liou

School: _____

Total # of Surveys Submitted: _____

_____ Vocational _____ Academic _____ Other

Rank Order of Inservice Choices for your School:

_____ local issues, such as school policies, scheduling, etc.

_____ state initiatives, such as *High Schools That Work, School-to-Work*, standards

_____ teaching strategies, assessment strategies, technology implementation, etc.

_____ discipline-specific updates with others in the same field, i.e. math, carpentry

_____ opportunities to attend professional conferences

_____ personal development issues, such as time management, retirement, etc.

_____ common planning time to work with colleagues in the building

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